



Town Lane Infant School

Long Term English Plan

Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus Texts	Here We Are The Enormous Potato Harvest poetry The Bog Baby Health Week	The Naughty Bus Information Book – Old Toys Firework poems Dear Father Christmas	Lost and Found Meerkat Mail David Attenborough	It Started with a Seed Birds – Non-fiction writing The Last Wolf	Toys in Space Man on the Moon Non-fiction Tim Peake / Neil Armstrong	Lighthouse Keeper's Lunch The Snail and the Whale Non-fiction
Read Aloud Curriculum	<i>The Squirrels That Squabbled</i> <i>The Enormous Turnip</i> <i>The World Came To My Place Today</i>	<i>The Day The Crayons Quit,</i> <i>Red crayon</i> <i>Sophia Sparks</i> <i>Variety of Christmas Texts</i>	<i>Tango Makes Three</i> <i>Dragon Loves Penguin</i> <i>The Little Penguin</i> <i>The Penguin That Wanted To Find Out.</i>	<i>The Lost Words – poem</i> <i>Tidy – Emily Gravett</i>	<i>Woman Scientists</i> <i>The Marvellous Moon Map</i> <i>Here We Are Astro Girl</i> <i>The Night The Stars Went Out</i> <i>The Spacesuit Dogs in Space</i>	<i>Storm Whale – Benji Davies</i> <i>Sally and the Limpet – Simon James</i> <i>Billy's Bucket – Kes Gray and Garry Parsons</i> <i>How does a lighthouse work? Roman Belyaev</i>

		Joining words and clauses using "and"	Joining words and clauses using "and"	Joining words and clauses using "and"	Joining words and clauses using "and"	Joining words and clauses using "and"
Text Focus	Sequencing sentences to form short narratives. Re-reading what they have written to check that it makes sense.	Sequencing sentences to form short narratives. Re-reading what they have written to check that it makes sense.	Sequencing sentences to form short narratives. Re-reading what they have written to check that it makes sense.	Discuss what they have written with the teacher or other pupils Re-reading what they have written to check that it makes sense	Discuss what they have written with the teacher or other pupils Re-reading what they have written to check that it makes sense	Sequencing sentences to form short narratives. Discuss what they have written with the teacher or other pupils Re-reading what they have written to check that it makes sense
Punctuation Focus	Using a capital letter for the personal pronoun 'I'. Begin to punctuate sentences using a capital letter and a full stop .	Using a capital letter for names of places and the days of the week. Begin to punctuate sentences using a capital letter and a full stop . Question marks	Using a capital letter for names, places, the days of the week and the personal pronoun 'I'. Begin to punctuate sentences using a capital letter and a full stop . Question marks	Using a capital letter for names, places, the days of the week and the personal pronoun 'I'. Begin to punctuate sentences using a capital letter and a full stop . Question marks	Using a capital letter for names of people and the personal pronoun 'I'. Begin to punctuate sentences using a capital letter and a full stop Question marks	Using a capital letter for names of people and the personal pronoun 'I'. Begin to punctuate sentences using a capital letter and a full stop Question marks
Speaking and Listening	Participate in discussions, presentations Gain, maintain and monitor the interest of the listener(s)	Participate in discussion about what is read to them, taking turns and listening to what others say	Participate in discussions and debates	Listening to and discussing a wide range of poems beyond that at which they can read independently Read their writing aloud clearly enough to be heard by their peers and the teacher.	Participate in discussion about what is read to them, taking turns and listening to what others say	Participate in role-play/improvisations
Handwriting	Begin to form lower-case letters in the correct	Begin to form lower-case letters in the correct	Form digits 0-9	Form capital letters	Understand which letters belong to which	Understand which letters belong to which

	direction, starting and finishing in the right place	direction, starting and finishing in the right place			handwriting 'families' (ie letters that are formed in similar ways) and to practise these	handwriting 'families' (ie letters that are formed in similar ways) and to practise these
Vocabulary	Topic vocabulary - damp, shy, unhappy, habitat, evergreen, deciduous, season, weather	Topic Vocabulary - zoomed, darted, reflected, river, city, dull, worn, faded	Topic vocabulary – burrow, desert, harbour, ocean, predator, famous	Topic vocabulary – forest, crown, breast, seedling, environment	Topic vocabulary – astronaut, space, travel, gravity, vast, worried, nervous, unbelievable	Topic vocabulary – shimmering, gazed, pier, coast, rescue, bravery, lighthouse, structure
Cross Curricular links	Science – habitats	History – Toys from the past	Science – habitats / animals History – significant person Whole school eco project based on Chester Zoo visit	Science – habitats / animals	History - space	Geography – human and physical features of the seaside Trip to New Brighton